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ABSTRACT

This report provides information on the guiding principles and requirements for academic program development in the Connecticut Community-Technical Colleges. Any program development needs to be tied to the system mission. The origins of program development should continue to build on the strength of local college initiatives where perceived community need and student interest are felt most directly. Plans to establish a new associate degree or certificate program or program option are reviewed by various individuals and groups for the purpose of verifying need for the curriculum and assessing its quality and integrity. Board of Governor's requirements specify that the program proposal summary for all degree programs must be circulated for a month. Board of Trustees' policy stipulates that certificate programs require less than the minimum number of semester hours established for associate degree programs and generally heavily emphasize skills required for employment. Preliminary program announcement should list the objectives of the new certificate program or option, courses in the proposed program, new resources required, and expected starting date. Proposals to modify a program require favorable review by the Academic Policies and Student Affairs Committee and approval of the Board of Trustees. Approved proposals to terminate programs must be provided to the Department of Higher Education. Eleven attachments are appended. (JA)

COMMUNITY COLLEGES OF CONNECTICUT

ACADEMIC PROGRAM

PLANNING AND APPROVAL PROCESS

Karen Sue Grosz, Academic Officer

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PROGRAM PLANNING AND APPROVAL

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GUIDING PRINCIPLES FOR ACADEMIC PROGRAM DEVELOPMENT

1. The vision is to develop the Community Colleges fully into a comprehensive, student-centered system. The goal is to expand access to educational opportunities at all twelve colleges so that Connecticut citizens can be prepared better for 21st-century jobs.
2. A thorough programmatic needs assessment and data collection should be part of a strategic planning process for each college. It should include all the appropriate state, regional, or local stakeholders.
3. The commitment is to ensure coordination in the development of academic programs so that limited resources will be used in the most efficient and effective ways. This includes assurance that a proposal does not duplicate another program unnecessarily. A college proposing a degree or certificate program that currently exists at another college should make every attempt to replicate existing courses and the degree/certificate requirements.
4. The quality of existing programs should not be sacrificed in order to introduce new programs. It is not enough to determine need, delivery system, and resources. The proposed program should include formal quality measures and standards for accountability and program evaluation. Evaluation of occupational programs can be used as a tool in deciding which programs to maintain and support and which to eliminate.
5. Any program development will be tied definitely to the system mission and primarily to the role and scope of the college or colleges involved. The origins of program development should continue to be founded upon the strength of local college initiatives where perceived community need and student interest are felt most directly.
6. Program development must be student- and employer-oriented. Documentation of employer need and/ or student demand and the availability of jobs directly related to the intended program specialty will be essential.
7. Each proposed program should address possible statewide and regional collaboration. Colleges should notify each other early in program development to allow time for discussions of cooperative approaches, dispute resolution, and appropriate authorizations. Evidence should include efforts to develop cooperative, cost-effective linkages with other programs, laboratory and equipment resources and expertise available both within the Community College system and/ or with business and industry, labor, four-year institutions, secondary schools, state agencies, and other appropriate organizations.
8. Proposals must identify the program's geographic scope. Arrangements for program delivery should be considered carefully and creatively, including use of the latest methodologies, materials, equipment, and technology for instruction.
9. Credit-free courses and activities should be considered and appropriately funded as additional or alternative ways to pilot innovative programs in a timely way.

Endorsed by Council of Academic Deans (April 12, 1994)

Endorsed by Council of Presidents (June 6, 1994)

CHARACTERISTICS OF A STATEWIDE PROGRAM

1. **SCOPE OF NEED:** Cost, employer need, and student demand justify that only one college offer the program.
2. **COORDINATION:** The program may have statewide planning and resource implications for the college, the region, and/ or the state. The single college may coordinate with other colleges, as demand requires.
3. **ADMINISTRATION:** The college identifies its own resources for cost-effective management.
4. **EVALUATION:** Program evaluation has a statewide scope through the single college.

EXAMPLES:

- Interpreting for the Deaf
- Homemaker-Home Health Aide Training
- Ophthalmic Design and Dispensing
- Biomedical Engineering Technology
- Nuclear Engineering Technology

CHARACTERISTICS OF A COOPERATIVE PROGRAM

1. **SCOPE OF NEED:** Cost, employer need, and student demand justify program replication through several colleges acting in cooperation.
2. **COORDINATION:** Program has statewide planning and resource implications. Several colleges coordinate offerings to enhance access and maximize resources.
3. **ADMINISTRATION:** Several colleges provide resources individually or may collaborate as a consortium.
4. **EVALUATION:** Program evaluation has a statewide/ regional scope through the consortium or through individual colleges, as appropriate.

EXAMPLES:

- Drug and Alcohol Rehabilitation Counselor (DARC)
- Fire Technology and Administration
- College of Technology

CHARACTERISTICS OF A LOCAL PROGRAM

1. **SCOPE OF NEED:** Cost, employer need, and student demand are focused in the college's service region.
2. **COORDINATION:** Program has planning and resource implications only for that college.
3. **ADMINISTRATION:** The college identifies its own resources for cost-effective management.
4. **EVALUATION:** Program evaluation occurs through the usual college and system approaches.

NOTE: It is recognized that a local program could evolve into a cooperative or statewide program as determined by need and resources.

ACADEMIC PROGRAMS—ASSOCIATE DEGREES

Connecticut General Statutes authorize community colleges to award associate degrees and certificate appropriate to their curricula. A program may be defined as a series of courses or other educational activities leading to an associate degree or certificate.

TYPES OF DEGREES AWARDED IN THE COMMUNITY COLLEGE SYSTEM

Connecticut Community Colleges provide curricula leading to the Associate in Arts, the Associate in Science, and the Associate in Applied Science degree. Board policy defines these degrees as follows:

Associate in Arts:

The associate in arts degree parallels the first two years of a baccalaureate degree program and permits transfer to a four-year institution or provides enrichment in liberal arts for those wishing to acquire only an associate degree. The associate in arts programs emphasize courses in liberal arts and sciences. The associate in arts degree may require completion of a foreign language course sequence. Within specific distribution requirements, associate in arts programs are sufficiently flexible to allow students to plan exact course patterns to facilitate transfer to a variety of baccalaureate institutions.

Associate in Science:

The associate in science degree is designed to include a general education component and electives and courses in a major field which often emphasize career preparation. As associate in science program may be a transfer program, depending on the specific objectives of the program.

Associate in Applied Science:

The associate in applied science degree includes a general education component and is designed to prepare for immediate employment in a specialized career field.

(Board of Trustees Policy Manual, Section 3.3.2)

SEMESTER HOUR REQUIREMENTS

By action of the Board of Trustees on April 22, 1968, an associate degree program, requiring two years of study or its equivalent, must include no fewer than sixty and no more than sixty-eight semester hours of course work.

GENERAL EDUCATION REQUIREMENT

Board of Governors Regulations for Licensure and Accreditation and Board of Trustees policy (May 18, 1987) specify that an associate degree program must include a general

education component reflecting a balanced distribution of required courses or restricted electives in the humanities, arts, natural and physical sciences, mathematics, and social sciences comprising at least 33 1/3% of the minimum requirements for the degree.

COLLEGE "RESIDENCY" REQUIREMENT

Board of Governors' regulations also stipulate that each student must complete at least 25% of the minimum credit requirements for the associate degree through course work completed at the institution awarding the degree. Board of Trustees policy mandates that "a student who already holds an academic degree may earn a second degree in a different curriculum at a Community College. Such a student shall be treated similarly to a transfer student with respect to the minimum number of credits he or she must take for the second degree. This will require that a student meet all program requirements and earn at least 25% of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred" (Board of Trustees Policy Manual, section 3.3.5).

PROGRAM ANNOUNCEMENT

Plans to establish a new associate degree or certificate program or program option are reviewed by various individuals and groups for the purpose of verifying need for the curriculum and assessing its quality and integrity. Favorable reviews lead to the required recommendations for approval by the Academic Policies and Student Affairs Committee of the Board of Trustees and approval by the full Board of Trustees.

PRELIMINARY PROGRAM ANNOUNCEMENT

On June 6, 1994, the Council of Presidents endorsed recommendations of the Council of Academic/ Technical Education Deans providing for the announcement and discussion of program proposals. A vote is not required. The announcement should

- Identify the proposed degree program
- Indicate the objectives of the new degree program
- List the courses in the proposed degree program
- Indicate new resources required
- Indicate the expected starting date

The proposing college is responsible for providing the Academic Officer with a copy of the summary. If a college has any concern(s) regarding a proposed new certificate program or option, the president of the college identifying the concern(s) will share those concern(s) with the president of the proposing college. If the presidents are unable to resolve the concern(s), the matter will be referred to the Academic Officer.

CIRCULATION OF DEGREE PROGRAM PROPOSAL SUMMARY

Board of Governors' requirements specify that the program proposal summary for all degree programs must be circulated for a month, and the Board of Trustees requires that the circulation be completed prior to submission of the program proposal to the

Community Colleges' Board of Trustees for approval. The Chancellor's Office sends the program proposal summary to presidents of other institutions of higher education and leaders of selected businesses and industries. Program summary circulation provides constituent units the opportunity to comment on the need for the proposed program. Specifically, they are requested to comment on career opportunities, student demand, and the availability of similar programs in the proposed field of study. All comments and observations received are forwarded to the Department of Higher Education with the complete package for Application for Licensure and Accreditation after CTC Board of Trustees' approval of the proposed program.

The proposed program proposal should include the summary as a separate item. There is a Board of Governors' PROGRAM SUMMARY COVER SHEET (see attachment A), which must be submitted and signed by the college president. Following are the BOG "Guidelines for Describing a Proposed Academic Program in the Program Summary" (see attachment B):

The purpose of the program summary is to provide enough information to other institutions so that they may comment on the need for the proposed program. Please provide on the program summary cover sheet and additional pages, if necessary, at least the information requested below:

Objectives: What are the objectives of the proposed program? Please include:

- a) Who will be the students: (full-time/ part-time, college age/ adult, members of a particular profession, etc.)
- b) How will students use their education following completion of the proposed program?

Curriculum: What knowledge and skills will students gain from the proposed program?

- a) Major course requirements (courses must be listed)
- b) Cognate areas (courses must be listed)
- c) General education (must be 1/3 of minimum degree credits)
- d) Electives

Need for the proposed program:

- a) What evidence is there of student demand for the proposed program? Has there been a survey of interest? What were the results?
- b) What employment opportunities have been identified for graduates of the proposed program?

BOARD OF GOVERNORS' REQUIREMENTS FOR THE ASSOCIATE DEGREE PROGRAM PROPOSAL

The Board of Governors stipulates the format for associate degree program proposals. That format includes the following information:

List the name of the institution and the name of the program at the head of each page of the application. Be sure that each page is numbered.

1. Objectives:

State the objectives of the program in relation to the goals and objectives of the institution. In so doing, public institutions shall relate the proposed program to their approved mission, role, and scope. Identify target clientele and likely post-graduation activities.

2. Educational Planning Statement:

- a) **CIRCULATION OF DEGREE PROGRAM PROPOSAL SUMMARY** Indicate the relationship of the proposed program to other programs and resources of the institution, and to any institutional plan.
- b) Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, independent, or proprietary institutions and explain the relationship of the proposed program to existing offerings.
- c) Explain and provide supporting data regarding the relationship of the proposed program to further educational opportunities and current employment trends. Indicate evidence of student demand.
- d) Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit which will transfer.
- e) Board policy requires that the proposing institution circulate a summary of each new program proposal to the higher education community for comment on need. Please refer to Procedures for Circulation of Program Proposals.

3. Administration

- a) Indicate the dates by which students will enroll in and complete the program.
- b) Describe the position and qualifications of the person directly responsible for administration of the program (e.g., program coordinator, department chair).
- c) List any specialized accrediting agency to which the institution plans to apply for program accreditation.
- d) Describe procedures for internal evaluation of the program, including criteria that will be used.

4. Finance

- a) Summarize how resources described in questions 5, 7, and 9, will be provided—existing resources, reallocation and/ or new resources. In the case of existing or reallocated resources, indicate how the institution will prevent a negative impact on other programs. New costs and sources of funding are to be identified in the attached resource summary.
- b) Complete the Resource Summary.

5. Faculty

- a) List the name, title, and qualifications for each person who will teach specialized courses in the program. Include for each person, full or part-time status, degrees with areas of specialization, institutions at which the degrees were earned, pertinent experience, and proposed course assignments.
- b) For each vacant or proposed faculty position, provide title, position, position qualifications, areas of teaching specialization, and proposed date of appointment.

6. Curricula and instruction

- a) Identify and describe each major component of the program (major or specialization, general education, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites, if any. Attach appropriate excerpts from the catalog.
- b) Give the number, title, and a narrative course description for each course in the major area of specialization in the proposed program, noting which courses are new. Attach appropriate excerpts from the catalog.
- c) Identify program models, program standards, and sources of technical advice employed in designing the program. Enclose copies of model curricula when relevant.
- d) Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Describe how these will be administered and furnish the following assurances:
 - The courses of the program, and the related clinical or work experience, have been articulated with appropriate credits assigned.
 - The work activities of the students will be structured by the institution as an educational experience with supervision, teaching, and evaluation under the control of the college.
 - Agreements or contracts exist between the institution and the agency in which the students will receive their practical experience.
- e) List the learning outcomes.

7. Resource Centers and Libraries

- a) Report as accurately as practicable the number of volumes, periodicals, and other materials in the major field and cognate subject areas.
- b) Provide a representative listing of periodical literature in the library which will support the program.
- c) List any new learning materials which will be added for the program. Indicate when they will be available for student and faculty use.

8. Admission Policies:

Describe any additions to or variances from the general admission requirements of the institution. For graduate programs, describe specific admissions requirements.

Associate Degree Programs

9. Facilities and Equipment:

Describe any specialized physical facilities and specialized equipment which are necessary to initiate and maintain the program. If materials are not available already, provide a schedule for their acquisition.

(Board of Governors "Guide to Licensure of New Academic Programs," 2/96)

NOTE: In completing the information requested above, remember to apply for simultaneous LICENSURE AND ACCREDITATION of the proposed degree program.

RESOURCE SUMMARY FORM

The Board of Governors requires the completion of a Resource Summary Form (see attachment B) that includes the following information:

1. Institutional Information

Institution: Give name of institution and location where program will be offered.

2. Program: Give name of proposed program and degree abbreviation (A.A., A.S.)

3. Name/Date: Type president's name, sign, and date.

Projected Enrollment -- Current FT and PT enrollments and expected new FT and PT enrollments

4. Internal Transfers: Give the numbers of currently enrolled FT and PT students who are expected to enroll in the program.

5. New Students: Give the numbers of new FT and PT students expected to enroll in the program during each year.

6. Tuition and Extension Fund

Tuition & Extension Fund: Calculate tuition and extension fund revenue based on the following:

- Net increase in enrollment (new students)
- For full-time students, indicate current annual FT tuition rate
- For part-time students, indicate current rate per credit and average number of credits per year per PT student

7. Other New Revenues: These may include grants or contracts with private or governmental entities or other sources. Please describe and identify amount of funds.

8. Faculty & Support Staff: Give number of FTE new faculty and support staff and their total salaries for each year. Please note figures for each year should be cumulative (new hires and their salaries should be carried forward to succeeding years).

Associate Degree Programs

9. Library: Give the amount of additional funds required for each year to support library resources for the new program.
10. Equipment: Give the amount of additional funds budgeted for each year to purchase new equipment for the program.

ACADEMIC PROGRAMS—CERTIFICATES

TYPES OF CERTIFICATE PROGRAMS

CERTIFICATE PROGRAMS OF MORE THAN 30 SEMESTER HOURS

New certificate programs of MORE THAN 30 SEMESTER HOURS of coursework require favorable review by the Academic Policies and Student Affairs Committee, approval by the Board of Trustees, and licensure and accreditation by the Board of Governors. Proposals for certificate programs of more than 30 semester hours must follow the same format as associate degree program proposals (see preceding section), rather than using the certificate proposal format. Simultaneous LICENSURE AND ACCREDITATION should be sought.

STAND-ALONE CERTIFICATE PROGRAMS

Proposals for new certificate programs that do not link to an existing associate degree program at the college must be submitted as "stand-alone" certificate program proposals. These proposals require favorable review by the Academic Policies and Student Affairs Committee and the approval of the Board of Trustees, and licensure and accreditation by the Board of Governors. The program proposal format for the associate degree (see preceding section) is to be used for stand-alone certificate programs, rather than the certificate format.

CERTIFICATE PROGRAMS OF UP TO 30 SEMESTER HOURS

Board of Trustees' approval is required for new certificate programs of up to 30 semester hours of coursework. The program must be linked to an associate degree program offered at the college, and all or almost all of the credits in the proposed certificate must count toward completion of the degree.

SEMESTER HOUR REQUIREMENTS

Community College certificate programs are comprised of single courses or small groups of courses intended for occupational training, upgrading, or re-training. Board of Trustees' policy stipulates that certificate programs "require less than the minimum number of semester hours established by the board of trustees for associate degree programs and generally heavily emphasize skills required for employment or career advancement" (Board of Trustees Policy Manual, section 3.4.1)

GENERAL EDUCATION REQUIREMENT

There is no general education requirement for certificate programs.

COLLEGE "RESIDENCY" REQUIREMENT

There is no stipulation as to the percent of work that must be completed at the college awarding the certificate.

PROGRAM ANNOUNCEMENT

Upon review and approval by the Council of Presidents, October 7, 1991, the following procedure for circulation of plans for new certificate programs and options was implemented, effective October 15, 1991.

Preliminary Program Announcement

Plans to establish a new associate degree or certificate program or program option are reviewed by various individuals and groups for the purpose of verifying need for the curriculum and assessing its quality and integrity. Favorable reviews lead to the required recommendations for approval by the Academic Policies and Student Affairs Committee of the Board of Trustees and approval by the full Board of Trustees.

PRELIMINARY PROGRAM ANNOUNCEMENT

On June 6, 1994, the Council of Presidents endorsed recommendations of the Council of Academic/ Technical Education Deans providing for the following announcement and discussion of program proposals. A vote is not required. The announcement should

- Identify the proposed certificate program or option
- Indicate the objectives of the new certificate program or option
- List the courses in the proposed certificate program or option
- Indicate new resources required
- Indicate the expected starting date

The proposing college is responsible for providing the Academic Officer with a copy of the summary. If a college has any concern(s) regarding a proposed new certificate program or option, the president of the college identifying the concern(s) will share those concern(s) with the president of the proposing college. If the presidents are unable to resolve the concern(s), the matter will be referred to the Academic Officer.

CERTIFICATE PROGRAM APPROVAL FORM

Following is the form to be used for certificate program proposals (see attachment C):

Part A.

Program Description (Please complete all of the following items)

1. College:
2. Program Title:
Relationship to existing degree program (Please name the degree and provide a side-by-side curriculum list to show how all of the courses in the certificate will count toward completion of the degree):
3. Proposed Implementation Date:
4. Characteristics and objectives:
5. Curriculum: List the courses (title, semester hours credit, sequence) constituting program requirements. Provide brief course descriptions for new courses. List the learning outcomes.
6. Description of career-ladder opportunities:
7. Estimated enrollment (per year):
8. Estimated completions (per year):

Part B.

Program Justification (Please complete all of the following items)

1. Relationship to mission, role, and scope and to similar programs in the system and in other institutions in the college service region:
2. Description of efforts to establish cooperative program arrangements:
3. Evidence of need in college service region (employment/ advancement opportunities, occupational trends, student population to be served, etc.)

RESOURCES

Resources Required for Implementation: Include estimates of direct cost and plans to support program costs (e.g., new/ existing resources).

Faculty (full-time/ part-time):

Staff support:

Library:

Equipment:

ACADEMIC PROGRAMS—PROGRAM OPTION

SEMESTER HOUR REQUIREMENTS

A program option may alter no more than 15 credits within a program. All other program requirements must remain the same. A side-by-side listing of the original program and the program with the proposed new option should reveal the same requirements for general education and specialized core. Only the 15-credit "option" category of the curriculum should differ from the original program. This side-by-side curriculum analysis should be submitted along with the proposal for approval of the new program option.

PRELIMINARY PROGRAM ANNOUNCEMENT FOR A PROGRAM OPTION

Upon review and approval by the Council of Presidents, October 7, 1991, the following procedure for circulation of plans for new certificate programs and options was implemented, effective October 15, 1991.

For each new certificate program or option being proposed for Board approval, the proposing college will prepare a brief summary for discussion at the Council of Deans meeting. A vote is not required. The announcement should

- Identify the proposed certificate program or option
- Indicate the objectives of the new certificate program or option
- List the courses in the proposed certificate program or option
- Indicate new resources required
- Indicate the expected starting date

The proposing college is responsible for providing the Academic Officer with a copy of the summary. If a college has any concern(s) regarding a proposed new certificate program or option, the president of the college identifying the concern(s) will share those concern(s) with the president of the proposing college. If the presidents are unable to resolve the concern(s), the matter will be referred to the Academic Officer.

APPLICATION FOR A NEW OPTION TO AN EXISTING ASSOCIATE DEGREE PROGRAM

Following is the information that must be included in the application for a new option (see attachment D):

1. College:
2. Name of Parent Program:
3. Curriculum Outline (side-by-side with parent program to the left and proposed new option to the right, showing change in no more than the 15 credit option -- see next page for EXAMPLE):
4. Objectives of New Option:
5. Relationship to Existing Degree/ Certificate Programs in System and in Other Institutions in College Service Region:
6. Resources Required to Initiate New Option:

Program Option

**CRIMINAL JUSTICE: COMPUTER CRIME DETERRENCE OPTION PROPOSAL
ASSOCIATE DEGREE
NAUGATUCK VALLEY COMMUNITY COLLEGE**

	<i>CORRECTIONS Existing OPTION</i>	<i>LAW ENFORCEMENT Existing OPTION</i>	<i>SECURITY Existing OPTION</i>	<i>Proposed COMPUTER CRIME DETERRENCE OPTION</i>	
<i>GENERAL EDUCATION (must be 1/3 program total)</i>					<i>Credits</i>
Comp: ENG 101	Composition	Composition	Composition	Composition	3
COMM 101	Communications	Communications	Communications	Communications	3
Lit: ENG 102	Literature	Literature	Literature	Literature	3
Math: Elective	Elective	Elective	Elective	Elective	3
Science: BIOL 103, 130, or Phys 101	General Biology, Human Biology or Introduction to Physics	General Biology, Human Biology or Introduction to Physics	General Biology, Human Biology or Introduction to Physics	General Biology, Human Biology or Introduction to Physics	3-4
Art: Elective	Elective	Elective	Elective	Elective	
Social Science: SOC 101	Sociology	Sociology	Sociology	Sociology	3
PSY 101	General Psychology	General Psychology	General Psychology	General Psychology	3
Humanities: Philosophy Elective	Philosophy Elective	Philosophy Elective	Philosophy Elective	Philosophy Elective	3
	GEN ED TOTAL	GEN ED TOTAL	GEN ED TOTAL	GEN ED TOTAL	24-5
<i>SPECIALIZED COURSES</i>					
CJ 101	Introduction to Criminal Justice	Introduction to Criminal Justice	Introduction to Criminal Justice	Introduction to Criminal Justice	3
CJ 205	American Legal Systems	American Legal Systems	American Legal Systems	American Legal Systems	3
SOC 208	Criminology	Criminology	Criminology	Criminology	3
CJ 206	Criminal Law	Criminal Law	Criminal Law	Criminal Law	3
CJ 290	Coop Work Experience	Coop Work Experience	Coop Work Experience	Coop Work Experience	3
HIST 201 or POLS 102	American Life to 1865 or State & Local Political Issues	American Life to 1865 or State & Local Political Issues	American Life to 1865 or State & Local Political Issues	American Life to 1865 or State & Local Political Issues	3
Sociology Elective	Sociology Elective	Sociology Elective	Sociology Elective	Sociology Elective	3
	SPECIALIZED TOTAL	SPECIALIZED TOTAL	SPECIALIZED TOTAL	SPECIALIZED TOTAL	21
<i>OPTION (15 credits max)</i>					
	CJ 107 Intro to Corrections	CJ 216 Intro to Law Enforcement/ Community Relations	CJ 103 Intro to Security	CSC 1104 Computers I	3
	CJ 218 Victim and Offender Mediation	CJ 220 Victimology	CJ 219 Institutional Security	CSC 1116 Microcomputer Operating Systems	3
	CJ 215 Juvenile Justice & Corrections	CJ 108 Criminal Investigation	CJ 214 Industrial & Retail Security	CJ 102 Computer Security & Data Protection	3
	CJ 217 Understanding Correctional Counseling	CJ 109 Intro to Constitutional Law	CJ 213 Legal Aspects of Security	CJ 104 Computer Crimes	3
	CJ 222 Community Corrections & Alternatives to Incarceration	CJ 105 Police Ethics	CJ 224 Security Management & Supervision	CJ 106 Information Warfare & Security	3
	OPTION TOTAL	OPTION TOTAL	OPTION TOTAL	OPTION TOTAL	15
	PROGRAM TOTAL	PROGRAM TOTAL	PROGRAM TOTAL	PROGRAM TOTAL	60-61 credits

ACADEMIC PROGRAMS—MODIFICATION OF EXISTING PROGRAM

RECOMMENDATION TO MODIFY A PROGRAM

A program modification is a programmatic change that does not clearly qualify as a new program and that alters 15 or more credits within an existing program. Possible program modifications include changes in

- Program title
- Program focus
- Course content
- Structure
- Location

Proposals to modify a program require favorable review by the Academic Policies and Student Affairs Committee and approval by the Board of Trustees. Approved modifications must be provided by the Chancellor's Office to the Commissioner of Higher Education, who will determine within 45 days whether the proposed change is substantive and may

- request additional information
- approve as a substantive change but not as a new program (NOTE: substantive changes must be approved by the Board of Governors)
- determine that the proposal constitutes a non-substantive change and notify the institution
- determine that the proposal constitutes a new program and requires an application for licensure

Plans for modifications should be submitted to the Academic Officer. In preparing a proposal for approval of a program modification, the following outline developed by the Department of Higher Education should be used:

PROGRAM MODIFICATION

1. Description and rationale for the proposed program modification (include curriculum)
2. Relationship of the modification to approved programs
3. Background for change (history)
4. Enrollment information
 - actual specialized course enrollments for the past two years
 - estimates of enrollments in the proposed program for the next two years (substantiate)
5. Resources (specific existing and new costs which will be used to support the program)
 - faculty (state credentials and current teaching assignments)
 - library (holdings in area of specialization and related fields)
 - specialized equipment
 - other pertinent information
6. Professional accreditation (when relevant)

ACADEMIC PROGRAMS—TERMINATION OF DEGREE OR CERTIFICATE PROGRAMS OR PROGRAM OPTIONS

Recommendations to terminate associate degree or certificate programs or program options require favorable review by the Academic Policies and Student Affairs Committee and approval by the Board of Trustees.

Recommendations should be submitted to the Academic Officer on the approved form at least ten months prior to the proposed date of termination. Information should be provided regarding arrangements for currently enrolled students to complete the program requirements.

Proposed institutional decisions regarding program terminations may not be announced or implemented (i.e., by denying students admission to the program) before the Board of Trustees has approved college plans to terminate.

Approved proposals to terminate programs must be provided to the Department of Higher Education. Programs may continue to be listed in the DHE Inventory of Approved Programs for a "phase out" period of two years, after which they will be removed from the inventory unless an extension is requested. The Commissioner of Higher Education may grant an extension for a maximum of two years.

RECOMMENDATION TO TERMINATE A PROGRAM

1. Title of Program
2. College
3. Reason(s) for Recommendation to Discontinue Program
4. Dates of Last Program Evaluations
 - for system
 - for BOG licensure/accreditation
 - for special accreditation
5. Statement of Modifications and/or Additional Resources Required to Sustain Program Viability
6. Current Enrollment

First-Year FT	Second Year FT
First Year PT	Second Year PT
Total	Total
7. Degrees Granted (past three years)
8. Proposed Duration of Phase-out Period
9. Specific Provisions to Enable Currently Enrolled Students to Complete Program

10. Similar Degree/ Certificate Programs offered by other Community Colleges and by Other Institutions in College Region

11. Feasibility of Transferring Program to Another Community College or Consolidating Program with Similar Program at this or Another System Institution

RECOMMENDED BY

(President)

(Date)

ACADEMIC PROGRAMS—DHE/BOG PROGRESS REPORT FOR DEGREE PROGRAMS

A progress report is required when the Department of Higher Education sends a program forward for licensure by the Board of Governors, without recommending simultaneous accreditation, or when the Board of Governors raises issues with a program and requests a follow-up report, usually within two years.

Included in the progress report are the following items:

- (a) Most recent application for licensure or accreditation.
- (b) Copy of the DHE staff report presented at the time of most recent approval.
- (c) Copy of the most recent Board resolution concerning the program.
- (d) The most recent evaluation report on the program.

In addition, the progress report itself has two sections:

Section I -- Description of the program

1. Name the institution and the program and the date of program initiation.
2. Name the immediate administrative head under which the program operates, and that person's qualifications as they pertain to the program.
3. Identify each faculty member who is directly involved with the specialized areas of the program. List each by name, rank, highest degree and degree field (and/or briefly any other pertinent information that qualifies the faculty member for his/her teaching assignments), employment status (full or part-time) and course assignments.
4. State in a table, as outlined below, the number of full-time and part-time students in the program according to the amount of credit they have earned. Also indicate the number of newly accepted students for each fall term since the inception of the program.

<u>Enrollment Status</u>	<u>0-30 sch</u>	<u>31-60 sch</u>	<u>61-90 sch</u>	<u>91+ sch</u>
Full-time	_____	_____	_____	_____
Part-time	_____	_____	_____	_____
Total	_____	_____	_____	_____

Section II -- Update of Plans

1. Indicate plans/commitments (if any) made at the time of licensure or accreditation and indicate how those plans have been implemented. Provide an update on library and equipment, if applicable.
2. Indicate Board requirements stipulated at the time of licensure, if any, and explain how the institution has responded to those requirements.
3. Indicate evaluation committee recommendations (if any) and explain how the institution has responded to the recommendations.

Describe and explain any other changes that have been made since the time of licensure/ accreditation

**BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education**

PROGRAM SUMMARY COVER SHEET

1. Description of Degree or Proposed Academic Program

Program Name	Date of Submission to BGHE
--------------	----------------------------

Time of Degree (and abbreviation)

CIP Code No.	Title
--------------	-------

Department and School or College

Applicant Institution	Proposed Initiation Date
-----------------------	--------------------------

Geographic Location of Program

Institutional Liaison Person	Title	Telephone
------------------------------	-------	-----------

Board of Trustees Staff Liaison (if applicable)

- 2. Summary (Describe the proposed academic program below and on a separate page if necessary.) Please follow guidelines on attached list.**

**BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education**

**GUIDELINES FOR DESCRIBING A PROPOSED ACADEMIC PROGRAM IN
THE PROGRAM SUMMARY:**

The purpose of the program summary is to provide enough information to other institutions so that they may comment on the need for the proposed program. Please provide on the program summary cover sheet and additional pages, if necessary, at least the information requested below:

1. Objectives: What are the objectives of the proposed program? Please include:
 - a. Who will be the students? (full-time/ part-time, college age/ adult, members of a particular profession, etc.)
 - b. How will students use their education following completion of the proposed program?
2. Curriculum: What knowledge and skills will students gain from the proposed program?
 - a. Major course requirements*
 - b. Cognate areas*
 - c. General education
 - d. Electives
3. Need for the proposed program:
 - a. What evidence is there of student demand for the proposed program? Has there been a survey of interest? What were the results?
 - b. What employment opportunities have been identified for graduates of the proposed program?

* Courses in these categories must be listed

CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education

Resource Summary Instructions

INSTITUTIONAL INFORMATION

Institution: Give name of institution and location where program will be offered.

Program: Give name of proposed program and degree abbreviation (e.g., B.S. for Bachelor of Science).

Name/Date: Type name of preparer, sign and date.

PROJECTED ENROLLMENT

Internal Transfers: Give the numbers of currently enrolled PT and FT students who are expected to enroll in the program.

New Students: Give the numbers of new FT and PT students expected to enroll in the program during each year.

NEW REVENUES

Tuition & Extension Fund: Calculate tuition and extension fund revenue based on the following:

- Net increase in enrollment (new students)
- For full-time students, indicate the current annual FT tuition rate.
- For part-time students indicate current rate per credit and average number of credits per year per PT student.

Other New Revenues: These may include grants or contracts with private or governmental entities or other sources. Please describe and identify amount of funds.

NEW EXPENDITURES

Faculty & Support Staff: Give number of FTE new faculty and support staff and their total salaries for each year. Please note figures for each year should be cumulative (new hires and their salaries should be carried forward to succeeding years).

Library: Give the amount of additional funds required for each year to support library resources for the new program.

Equipment: Give the amount of additional funds budgeted for each year to purchase new equipment for the program.

** Please attach the completed Resource Summary form to the Application.

APPLICATION FOR APPROVAL OF A NEW CERTIFICATE PROGRAM

Part A

1. PROGRAM DESCRIPTION

College:

Program Title:

Proposed Implementation Date:

Characteristics and Learning Outcomes/ Objectives:

Curriculum: Attach a listing of courses (titles, semester hour credit, sequence) constituting program requirements. Provide brief course descriptions for new courses. Include a list of learning outcomes.

Degree Program Relationship: Attach a side-by-side listing of courses in the degree program and courses in the proposed certificate to show that all courses in the certificate will count toward completion of the degree.

Description of Career-Ladder Opportunities:

Estimated Enrollment (per year):

Estimated Completions (per year):

Part B.

1. PROGRAM JUSTIFICATION:

Relationship to Mission, Role, Scope, and to similar programs in the system and in other institutions in the college service region:

Description of efforts to establish cooperative program arrangements:

Evidence of need in college service region (employment/ advancement opportunities, occupational trends, student population to be served, etc.):

2. RESOURCES REQUIRED FOR IMPLEMENTATION: Include estimates of direct cost and plans to support program costs (e.g., new/ existing resources).

Faculty (full-time/ part-time):

Staff support:

Library:

Equipment:

PROPOSAL FOR NEW OPTION TO EXISTING ASSOCIATE DEGREE PROGRAM

1. College:
2. Name of Parent Program: ****Option** (must not alter more than 15 semester hours of parent program requirements)
Curriculum Outline: Curriculum Outline:
(Please provide side-by-side curriculum of parent program and proposed option.)
3. Objectives of New Option:
4. Relationship to Existing Degree/ Certificate Programs in System and in Other Institutions in College's Service Region:
5. Resources Required to Initiate New Option:

This proposal must be submitted to the Academic Officer at least 90 days prior to planned initiation date. If further review of plans is deemed advisable, the chancellor shall refer the plans to appropriate individuals and/or groups.

NOTE: The college should provide a two-column, course-by-course curriculum list clearly showing additions, deletions, changes in semester credit hours, change in course numbers or prefixes, etc.

RECOMMENDATION FOR PROGRAM MODIFICATION

1. Description and rationale for the proposed program modification (include curriculum):
2. Relationship of the modification to approved programs:
3. Background for change (history):
4. Enrollment information:
 - actual specialized course enrollments for the past two years
 - estimates of enrollments in the proposed program for the next two years (substantiate)
5. Resources (specific existing and new costs which will be used to support the program):
 - faculty (state credentials and current teaching assignments)
 - library (holdings in area of specialization and related fields)
 - specialized equipment
 - other pertinent information
6. Professional accreditation (when relevant):

RECOMMENDATION TO TERMINATE ASSOCIATE DEGREE OR CERTIFICATE PROGRAM

1. Title of program:
College:
2. Reason(s) for recommendation to discontinue program:
3. Dates of last program evaluation:
 - a. for system
 - b. for BOG licensure/ accreditation (attach copy of report)
 - c. for special accreditation (attach copy of report)
4. What modifications and/or additional resources are required to sustain program viability?
5. Current enrollment:

<u>First-Year</u>	<u>Second-Year</u>
Full-time:	Full-time:
Part-time:	Part-time:
Total:	Total:
6. Degrees granted: (list past three years)

19__
 19__
 19__
7. Proposed duration of phase-out period:
8. Specific provisions to enable currently enrolled students to complete program:
9. What similar degree/ certificate programs are offered by other Community Colleges and by other institutions in college's region?
10. Feasibility of transferring this program to another Community College or consolidating this program with a similar program at this or at another system institution:

RECOMMENDED BY

(President)

(Date)

This form is to be submitted to the Academic Officer at least ten months prior to proposed date for suspension/ termination. Staff analysis and review by appropriate Board committee(s) may require 30-60 days; full Board of Trustees' review and action may require an additional 30-60 days. Upon receipt of notice of action by Board of Trustees, the college may proceed with necessary activities (planning for termination; appropriate notification and counseling of students, notification of accrediting agencies, etc.).

PROGRESS REPORT FORMAT FOR LICENSED AND ACCREDITED PROGRAMS

This progress report format is designed for use in all academic program follow-up reviews called for by the Board of Governors. If you have any questions about preparing a progress report, please call us at 566-2325.

Purpose

The purpose of a progress report is threefold: 1) to demonstrate compliance with the approval standards of the Board of Governors and describe the implementation of any plans that were outlined (but not yet implemented) at the time of licensure or accreditation; 2) to describe actions taken by the institution in response to all Board requirements and evaluation committee recommendations, if any; and 3) to describe program enrollments and any other changes that have occurred since licensure or accreditation.

Resource Materials

The following documents should be utilized in completing a progress report:

1. Most recent application for licensure or accreditation.
2. Copy of the DHE staff report presented at the time of most recent approval.
3. Copy of the most recent Board resolution concerning the program.
4. The most recent evaluation report on the program.

Application for Accreditation

This progress report will be used as the basis for accreditation or reaccreditation of a program when the report is judged by the Advisory Committee on Accreditation and the Department of Higher Education to be complete and responsive to all issues that have been raised. Additional information may be requested, if needed, and a site evaluation visit may be conducted if determined necessary.

Please complete both Section I and Section II as outlined below:

Section I -- Description of the program

The purpose of this section is to provide current information about the program.

1. Name the institution and the program and the date of program initiation.
2. Name the immediate administrative head under which the program operates, and that person's qualifications as they pertain to the program.
3. Identify each faculty member who is directly involved with the specialized areas of the program. List each by name, rank, highest degree and degree field (and/or briefly any other pertinent information that qualifies the faculty member for his/her teaching assignments), employment status (full or part-time) and course assignments.
4. State in a table, as outlined below, the number of full-time and part-time students in the program according to the amount of credit they have earned. Also indicate the number of newly accepted students for each fall term since the inception of the program.

Enrollment Status	0-30 sch	31-60 sch	61-90 sch	91+ sch
Full-time	_____	_____	_____	_____
Part-time	_____	_____	_____	_____
Total	_____	_____	_____	_____

Section II -- Update of Plans

The purpose of this section is to update the program plans and describe any changes in the program since it was approved. For each applicable item in the application questionnaire, please state the question.*

1. Indicate plans/commitments (if any) made at the time of licensure or accreditation and indicate how those plans have been implemented. Provide an update on library and equipment, if applicable.
2. Indicate Board requirements stipulated at the time of licensure, if any, and explain how the institution has responded to those requirements.
3. Indicate evaluation committee recommendations (if any) and explain how the institution has responded to the recommendations.
4. Describe and explain any other changes that have been made since the time of licensure/ accreditation.

*Where there have been no changes, simply provide a statement that there have been no changes in those areas.

**Application for Use of Off-Campus Site or
Electronic Media in Program Delivery**

College: _____

Program Title: _____

Date: _____

- (a) *All credit instruction shall be consistent with the overall purposes and objectives of the offering institution.*
- (b) *Standards for admission shall be the same as the standards applicable to students enrolled on the primary campus.*
- (c) *There shall be qualified faculty or staff responsible for the coordination of off-campus instruction.*
- (d) *The quality of off-campus instruction, including faculty selection and course approval, shall be the responsibility of the same academic unit which administers the program on the primary campus.*
- (e) *All curricula shall be derived directly from approved programs. Each course shall be consistent in quality, content and standards with resident courses offered on the primary campus.*
- (f) *Instruction shall be delivered by qualified instructional staff pursuant to Section 10a-34-13 of the Regulations of Connecticut State Agencies.*
- (g) *All students shall have access to adequate facilities, equipment, library resources, academic advising and other necessary instructional support services, in accordance with the provisions of Sections 10a-34-9 through 10a-34-24, inclusive, of the Regulations of Connecticut State Agencies. An institution providing instruction and programs by means of distance education may demonstrate compliance with the Board's approval standards through means equivalent to those used for resident instruction.*

Attach Course Descriptions for Specialized Courses:

Attach Curriculum:

SAMPLE PROPOSAL FOR USE OF ELECTRONIC MEDIA IN PROGRAM DELIVERY

Application for Approval of Electronic Media in Program Delivery March 1, 2000

Program Title: Computer Information Systems, Associate in Science Degree
With Web Publishing and Network Administration Options

Institution: Connecticut Community College Consortium

Institution Address: 61 Woodland Street, Hartford, CT 06105

Contact Person: Karen Sue Grosz **Phone:** (860) 725-6613

1. Is this program also offered at the institution's primary campus?

☒ YES ☐ NO

Computer Information Systems, Associate in Science, with Web Publishing and Network Administration options is currently offered by Capital Community College.

2. Describe how this off-campus program is consistent with the role and mission of the institution. (Ref: Sec. 10a-34-23(a))

The mission of the Connecticut Community College system includes the following provisions: open access to all individuals to low cost educational programs and services; support programs to assist students in attaining their educational goals; liberal arts/ general education and transfer programs; occupational and technical programs. Offering programs on-line allows the community colleges to provide greater access to individuals who because of time and place constraints cannot take advantage of on-campus offerings. In addition, the program serves all of the missions listed above and therefore is consistent with the role and mission of the institution under the provisions of Sec. 10a-34-23(a).

3. Describe the need for the program in terms of employment opportunities and student interest. Explain the bases for the findings.

The governor and state business leaders have articulated the need for individuals who can fill the growing number of positions in computer and computer-related fields. The program is designed to prepare students for employment in the rapidly growing computer field as desktop and electronic publishers in business, industry, and education. Increasingly, companies around the country are recognizing the powerful role of the World Wide Web as a marketing tool, and demand for web publishers has grown. Indeed, an article in the Hartford Courant in 1998, when the degree program was licensed, cited U.S. Bureau of Labor Statistics that placed desktop and electronic publishing in the top 10 growth fields through 2005.

The U.S. Department of Education does not maintain separate statistics that report on the number of institutions delivering on-line instruction or the numbers of students involved. If they did, the numbers would be obsolete almost as soon as they were printed, since on-line education is moving into mainstream status very quickly, and even large, prestigious institutions such as Duke University and MIT are now deeply involved in on-line delivery. This rapid growth may be attributed to advances in telecommunication technology, availability of the Internet, and cable delivery. More important, on-line instruction appeals to the large body of lifelong learners now prevalent in contemporary society, and this demographic trend will continue well into the next century. Through its membership in the Connecticut Distance Learning Consortium, the Community College system took an early lead position in providing on-line courses to its adult student population.

The Connecticut Community Colleges have seen the demand for on-line instruction increase significantly in the past year. With almost 1,000 students now enrolled on-line, the system expects these numbers to continue to grow.

4. What are the standards for admission to this off-campus program? Are they the same as admissions standards applicable to the program at the primary campus?

Admission standards for this on-line program are the same as those for the program at the primary campus.

5. Identify the faculty or staff members responsible for the coordination of off-campus instruction at this location. Include position, office address, phone number, and qualifications of this individual.

The Computer Information Systems program will be coordinated by

Harry Moriber, Professor
Computer and Information Systems
Capital Community College
Hmoriber@home.com
B.S. Polytechnic Institute of Brooklyn
M.B.A. University of Bridgeport

6. What provisions are made for quality control by the academic unit responsible for administering the program on the primary campus? Include procedures and criteria for faculty selection and course approval. Indicate procedures for integrating part-time faculty into the academic department/ program.

The courses in the program underwent Curriculum Committee review, as do all courses and programs offered by the Community College system. Faculty were selected from among the regular staff of the Community Colleges. Part-time faculty are eligible to deliver on-line instruction.

7. Attach a list of all faculty who will be associated with this off-campus program. For each faculty member indicate the following: (a) degrees held and in what subject major(s); (b) current [and for] prospective teaching assignments; (c) whether they hold part-time or full-time status with the institution; and (d) whether they have an exclusive appointment with the off-campus program.

Faculty who will deliver the on-line courses are the same faculty who currently teach in the Connecticut Community Colleges.

8. Describe the library facilities available to the students enrolled in this off-campus program at or near the site and include hours of operation. Include a description of (a) the core collection (include number of books by subject area and number of periodicals); (b) the provisions for a reserve reading collection; (c) library staff support; (d) any provisions for additional materials available to supplement the core collection; (e) the annual budget for these library facilities; and (f) procedures for orienting faculty and students to library resources for the program.

On-line students in the Computer Information Systems on-line program will have access to the physical library facilities of the Connecticut Community Colleges, should they choose to use them. Capital Community College students would likely avail themselves of the resources of their college. Recognizing that some on-line students may have time or place constraints that might preclude the use of library facilities, the full library staff of Manchester Community College will be available for assistance with on-line research and access to appropriate materials in relation to class assignments. In conjunction with the Connecticut Distance Learning Consortium, those library staff will provide orientation materials for faculty and students to guide them through the on-line research process. Students will have access to and will be expected to use the numerous and ever-growing resources available on the World Wide Web.

9. Indicate what provisions have been made for student access to adequate instructional facilities, equipment, academic advising and other necessary instructional support services.

On-line students in the Computer Information Systems on-line program will have access to college facilities, equipment, library resources, academic advising and other necessary instructional support services, should they be able to make use of them. For on-line students who, because of time and place

constraints, cannot make use of college facilities, equipment, and resources, the Connecticut Community College system and the Connecticut Distance Learning Consortium provide the following:

- Access to a college counselor specifically designated to serve on-line students, to provide academic and career counseling.
- Access to the instructor through e-mail communication for answers to questions and for tutoring assistance, as appropriate.

- 10. If the institution already has offered coursework at this site, please list courses offered during the past year and enrollment for each course. If this is a new site, please provide the course schedule for the coming year and projected unduplicated headcount enrollment for this program.**

The Computer Information Systems program has an enrollment of 73 students.
Projected enrollment for the Computer Information Systems program is 100 students.

**Computer Information Systems Program with
Web Publishing and Network Administration Options On-Line
List of Special Courses and Descriptions**

- CIS 101 Intro to Computer and Information Systems 3 credits**
This course, designed primarily for students who intend to major in CIS, provides an understanding of basic computer concepts, including hardware and software, applications programs, word processing, data communications, and other business software. In addition, the student will be introduced to programming through several weeks of using a popular programming language such as Visual BASIC.
- CIS 105 Using Microcomputers 3 credits**
Following a review of computer hardware and software with an emphasis on microcomputers, this course concentrates on the many applications of microcomputers in use today, including word processing, desktop publishing, spreadsheets and databases. Applications of microcomputers in information retrieval, instruction, and less conventional areas are also covered. Emphasis is on a logical approach to problem-solving. Extensive hands-on experience. The primary software package used in this course is Microsoft Office.
- CIS 107 Multimedia Computing 3 credits**
The latest hardware and software innovations with Windows and Windows applications concepts related to Multimedia will be presented. Students will learn Multimedia authoring programs such as PowerPoint Graphics, Multimedia Workshop and Macromedia Director. Students will learn to author a CD ROM. GPS (Global Positioning Systems) real-time video viewing and conferencing via the Internet and Multimedia-TV connections being explored by TCI and Microsoft will be demonstrated.
- CIS 123 Intro to Data Communications & Networking 3 credits**
This course provides an overview of modern business data, voice and video communications with an emphasis on the communication of data and information. The course begins with examples of how communications were developed and are currently used. Communications is defined, and a communications system model is described. Students discover various transmission media, line configurations, and characteristics of communications channels. Communications equipment, software, and protocols are explained. Students learn the basics of communications networks and network configurations and are presented with an example of a communications network, leading to the study of (MIS) management information systems
Prerequisites: None
- CIS 130 Introduction to Operating Systems 3 credits**
This course covers the fundamentals and applications of microcomputer and server operating systems being used in business. The most current operating systems (DOS, Windows 95, 98, NT and ME) are covered. Advanced features include creating batch files for command driven operating system and program information files for menu driven environments. Upon completion students should be able to perform general DOS operations and combine them into batch files. Students should have an understanding of Windows file manager, program manager, print file manager, and the Windows registry.
- CIS 135 The Internet 3 credits**
Concepts and current status of the Internet's World Wide Web. Real Audio™, video, chat, E-mail and NetMeeting™. Home page authoring will emphasize basic HTML but will include modern authoring tools such as Microsoft FrontPage.
- CIS 140 Desktop Publishing with PageMaker 3 credits**
This course concentrates on the most important new developments in electronic publishing, including traditional, presentation graphics desktop publishing, and graphics and animations for the World Wide Web. Emphasis is on using the desktop computer, with lots of hands-on practice to produce interesting and useful projects while teaching the fundamentals of desktop and electronic publishing with Adobe PageMaker.
- CIS 150 Electronic Publishing for the WWW 3 credits**
Beginning with a description of salient features of the World Wide Web and the Internet, the course concentrates on the important new developments in electronic publishing. Topics include basic through advanced HTML for web page development, traditional presentation graphics programs like PowerPoint with its conversion to Web presentations, desktop to web publishing with PageMaker or Microsoft Publisher and effective use of digital imaging with graphics and animations, and streaming audio and video. Emphasis is on lots of hands on practice designed to produce interesting and useful projects while teaching the fundamentals of electronic publishing. Students are expected to produce a working model of an e-business. This project

model will include an on-line and printed company catalog plus a company presence on the web in the form of a fully functioning web page system employing sophisticated HTML with graphics, forms, frames, JavaScript, on-line ordering forms, customer and product (or service) database and customer feedback capabilities.

Prerequisites: CIS 135 or permission of the instructor

CIS 235 Advanced Internet II 3 credits

This course continues Course CIS 135 with the more advanced aspects of the WWW, including advanced features of web browsers such as Microsoft Internet Explorer and Netscape Navigator, advanced HTML coding and introduction to Java Scripting, as well new innovations including Real Audio, RealVideo, chat and video and audio conferencing, chat sites, advanced search engine techniques, e-business proliferation and other innovations as they are developed. Emphasis is on lots of hands on practice designed to produce interesting and useful skills and projects, while learning the advanced features of the web. Students are expected to become proficient with all aspect of Internet communications, be able to research any topic, and produce a working advanced HTML coded Home page with features as described above, loaded on the student's ISP or the College web site.

Prerequisite: CIS 135 "Introduction to the Internet"

CIS 299 Data Communications and Networking II 3 credits

This course continues where Introduction to Data Communications and Networking leaves off. After a brief review of modern business data, voice and video communications, the course continued with emphasis on the current and popular network operating systems including Windows NT, Windows 2000, and how Web communications were developed and are currently used. Students learn network topology details including media, line configurations, and characteristics of firewalls, proxy servers and Internet connections. Equipment, software, and protocols are explained in detail. Students learn the advanced features of communications networks and network configurations and are presented with an example of a working LAN.

Prerequisite: CIS 123 Introduction to Data Communications and Networking

BUS 251 Principles of Marketing 3 credits

This course deals with the marketing function of the firm primarily from the management standpoint. Topics include marketing strategy, new products, channels of distribution, pricing, and promotion. The function of the marketing institution in economic and social context is considered.

ACCT 104 Computer Assisted Accounting 3 credits

An introduction to the key aspects of the available popular software application package on the market for the personal computers as used in the accounting and business environment.

LEG 270 Legal Ethics & Professional Responsibility 3 credits

This course provides students with the opportunity to apply classroom theory in an actual work setting, in paid and unpaid supervised positions, related to their majors. Completion of approximately 15-20 hours per week of work (150 hours for unpaid placements, depending on major; 300 hours for paid placements) and participation in Cooperative Education Online are required.

MM 108 Digital Imaging 3 credits

An in-depth study of digital image files and their uses in the realm of digital graphics, imaging and video. Topics will include: video display formats, data compression, color theory, composition and lighting, painting tools, image editing, filters, masks, layering, gradients, digital video capture and editing, special effects and digital audio.

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Computer Information Systems Associate in Science Degree On-Line CONNECTICUT COMMUNITY COLLEGE SYSTEM 3/10/00				
GENERAL EDUCATION COURSES				Credit
Composition -- Choose one course, 3 credits				
CA	ENG 101	English Composition	web	3
NV	ENG 101	Freshman Composition	web	3
TX	ENG101	English Composition	web	3
Literature -- Choose one, 3 credits				
MA	ENG120	Introduction to Literature	web	3
TX	ENG110	Introduction to Literature	web	3
Mathematics -- Choose one, 3 credits				
NV	MATH 108	Elementary Statistics	web	3
Science -- Choose two courses, 6-8 credits				
CA	BIO 101	Introduction to Biology	web	3
CA	BIO 205	Genetics	web	3
MX	BIO 102	Introduction to the Cell w/ lab	web	3-4
QV	PHY 131	Basic Astronomy	web	4
TR	ENV 1100	Environmental Studies/ Biology	web	3
MX	BIO 211	Human Anatomy & Physiology I w/lab	web	3
MX	BIO 212	Human Anatomy & Physiology II w/lab	web	4
MX	BIO 213x	Cross-Sectional Anatomy	web	3
Art -- Choose one course, 3 credits				
MX	ART 101	History of Ancient Art	web	3
TX	ART-103	History Western Art I	web	3
TX	ART-100	Art Appreciation	web	3
TX	ART-104	History of Western Art II	web	3
TX	ART- 230	Contemporary Art	web	3
TX	ART-199	History of Photography	web	3
Humanities -- Choose one course, 3 credits				
CA	SPA 101	Elementary Spanish I	web	3
CA	SPA 102	Elementary Spanish II	web	3
CA	SPA 201	Intermediate Spanish I	web	3
CA	SPA 202	Intermediate Spanish II	web	3
HO	LT 101	Elementary Latin 101	web	3
MA	JPNS102	Elementary Japanese I	TV	3

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MA	JPNS202	Intermediate Japanese I	TV	3
MA	Eng252	Western World Lit II	web	3
MX	PHIL 101	Introduction to Philosophy	web	3
MX	PHIL 215	Introduction to Logic	web	3
TX	PHI-121	Introduction to Philosophy of Religion	web	3
TX	PHI-100	Introduction to Philosophy	web	3
TX	PHI-204	Ethics	web	3
TX	PHI-110	Introduction to Logic	web	3
Social Science – Choose two courses, 6 credits				
MA	HIST201	History of the US	web	3
NW	HIST 201	U.S. History I	web	3
QV	HIST162	American Civil War	web	3
GW	POL 201	American Public Policy	web	3
NV	PSY 101	General Psychology	web	3
TR	PSY 111	General Psychology	web	3
TX	PSY-201	General Psychology	web	3
TX	PSY-141	Death and Dying	web	3
TX	PSY-115	Psychology of Aging	web	3
TX	PSY-137	Psychology of Women	web	3
HO	PY 210	Abnormal Psychology	web	3
TX	PSY-212	Adult Development	web	3
MA	SOC 261	Survey of Women's Issues	web	3
MX	SOC 217	Sociology of Women	web	3
TX	SOC-101	Intro to Sociology	web	3
TX	SOC-210	Juvenile Delinquency	web	3
TX	SOC-200	Criminology	web	3
Specialized Core – 21 credits				
CA	CIS 101	Introduction to Computers	web	3
CA	CIS 105	Using Microcomputers	web	3
CA	CIS 123	Intro to Data Communications & Networking	web	3
NV	BUS 251	Principles of Marketing	web	3
CA	CIS 135	The Internet	web	3
MA	LEG270	Legal Ethics & Professional Responsibility	web	3
NW	ACCT 104	Computer Assisted Accounting	web	3

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Students may choose one of the following options to complete the degree program:

Web Publishing Option -- 15 credits

CA	CIS 107	Multimedia Computing	web	3
CA	CIS 140	Desktop Publishing w/ PageMaker	web	3
CA	CIS 235	Advanced Internet II	web	3
NV	MM 108	Digital Imaging	web	3
CA	CIS 150	Electronic Publishing for the WWW	web	3

Network Administration Option -- 15 credits

CA	CIS 130	Introduction to Operating Systems	Web	3
CA	CIS 235	Advanced Internet II	Web	3
CA	CIS 299	Data Communications and Networking II	Web	3
CA	CIS 160	Network Administrator with Windows NT/2000	Web	3
CA	CIS 230	JavaScript for the WWW	Web	3

TOTAL PROGRAM CREDITS: 63-65

*Last Updated on 031500
By BOTCTC ksg*

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